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EARLY CHILDHOOD INSTRUCTIONAL LEARNING THAT IS CONSISTENT WITH THE SOCIO-CULTURAL DEVELOPMENT IN INDONESIA

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ABSTRAK

Kata Kunci: Anak Usia Dini, Pembelajaran, Perkembangan Sosial-Budaya

INTRODUCTION
Learning is the teacher effort to help children. Learning also be interpreted as experiences for children to have knowledge and skills. A teacher should be able to create various learning processes. It is based on some learning patterns, including, teachers and students without tools or learning materials in the form of props. Second, the pattern of teachers and students using the tools. Third, the pattern of teachers and students using the media. Fourth, the pattern of media by students or the pattern of distance learning using media or instructional materials prepared (Hasanah, 2012 : 85-86).

This is consistent with the social and cultural development in Indonesia. Learning that used to be done in the classroom and face-to-face between teachers and students, now learning can be done through internet media. But it also should be adapted to the needs of students. Early childhood cognitive stages are still in the pre-operational concrete which still needs to be studied concretely and gradually have not been able to learn a concept through distance learning via internet. The Internet can be used as a tool for learning through play

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such as through games or as a learning resource to obtain information about a concept such as a video about the metamorphosis of the butterfly (Marijan, 2013:24).

According to Vygotsky, learning is a process that involves two important elements. First on the social environment (interpsychological). Both on an individual level (intrapsychological). In other words, learning through the social process in which people interact and negotiate (verbally) to produce something, understand or solve problems. The process is called co-constructed which is a high-level mental processes. In this case Vygotsky emphasized the importance of communication and cooperation between individuals to share knowledge. The importance of communication caused Vygotsky believed that there are cultural tools or equipment that support the culture. Cultural tools are mediation for the development of high-level mental processes such as comprehension and problem solving. The cultural tools include language, signs, and symbols (Santrock, 2009:86).

Social and cultural development cannot be avoided. This is consistent with the advancement of science and technology not only in Indonesia but also in the world. At any time there is a development of science through research conducted by scientists unconsciously also causing the development of technology. As an example of development in terms of communication, when the first communication is done by word of mouth and then in the development of communication technology today can be done through the Internet and satellite networks via mobile phones. Technological development is a human need as individual beings and social beings. Any time human needs are increasing and dissatisfaction stimulates human creativity to continue to meet the needs through science and technology (http://pustaka-makalah.blogspot.com/2011/03/perkembangan-sosial-budaya-diindonesia.html accessed at January 17th 2015).

Social and cultural development is not necessarily unlimited. Its application also requires consideration. Due to technological advances also caused some negative effects to children, especially young children, attention deficit problems were detected when the child enters primary school age. This is because the moving images on television can affect the child's vision can also affect the focus of the child. Other effects that children become lazy. Activities with gadgets cause the child is less interested in doing other activities besides operate Gadgets. Children even became lazy to socialize, eat and shower. Curiosity and less satisfied when finishing games in the gadget makes children become obsessive and suffer emotional distress due to become irritable if not fulfilled his wish. Hence the introduction of a child with digital devices needs to be balanced with physical activity such as active play outdoors. The ratio between playing gadget with active play activities is 1:2 (Nasir No.824/TH.XVI/14-20 January 2015:36).

Thereby to balance, educators also need to continue to develop innovative variant teaching. It can be aligned with socio-cultural development and children's needs. Every child has different characteristics and learning styles, so that, each child has a different way of absorbing information. A variety of learning can accommodate the different needs of the child because every child will have the same opportunity and feel the various stimulation to optimize its development.
Discussion

Early Childhood Learning Instruction

Early childhood learning instruction is a process of interaction between children and adults. Interactions provide meaningful experiences for children. The experience will be meaningful to the child when the child is actively manipulate various objects, play and be active in their environment. (Hartati, 2005: 28-29). This is essentially a play-oriented learning (learning while playing and play while learning), development of -oriented learning, which gives more opportunities for children to be able to learn the proper ways.

According to Montessori, that there are four concepts in children's learning, which is (a) children construct their own development of his soul, (b) a sensitive period, (c) the soul absorber and (d) legal developments (Solehadin, 2000: 34-35). Learning in early childhood according to Montessori should be started from within the child. In other words the child can do whatever he wants, children make their own learning based on their interests. Educator act as a facilitator should provide adequate facilities such as the environment for the child, which is an environment that can make children find their own knowledge.

The Theory of Sociocultural (Vygotsky)

Sociocultural theory is emphasize role in development of cooperative dialogues between children and more knowledgeable members of society. Children learn culture of their community (ways of thinking and behaving) through this interaction (Wolfook, 2007:39). Sociocultural theory initiated by Lev Semenovich Vygotsky. According to Vygotsky in Woolfolk, learning is a process that involves two important elements. First on the social environment (interpsychological). Both on an individual level (intrapsychological).

In other words, learning through the social process in which people interact and negotiate verbally to produce something, understand or solve problems. This process is called co-constructed which is a high-level mental processes. In this case Vygotsky emphasized the importance of communication and cooperation between individuals to share knowledge.

The importance of communication caused Vygotsky believed that there are cultural tools or equipment that support the culture. Cultural tools are mediation for the development of high-level mental processes such as comprehension and problem solving. The cultural tools include language, signs, and symbols (Ausubel, et.all :573). Language is one way of supporting culture. Through language in Indonesian culture can be preserved by passing on information to subsequent generations and cultural preservation is done through the learning process instead of inheritance. One way of preserving the culture of Indonesia is through oral traditions, such as storytelling or story telling. According to Vygotsky in Crain, learning begins when a child is in the proximal development zone (ZPD). ZPD is the range of tasks that are too difficult to do on their own, but it can be learned with the guidance and assistance of adults or peers who are more skilled. Guidance and assistance adult or more skilled peers called scaffolding (Tedjsaputra, 2001:10). Scaffolding make the children to use private speech or inner speech or the ability of a child to be able to communicate with itself to solve the problems. Adults, especially parents have an important role in educating, guiding and influencing (environmental) positive so the child's personality is formed (Santoso, 2011:9-
The Development of sociocultural

The changes of Social and cultural is a symptom of the changing social structure and cultural patterns in a society. Socio-cultural changes are common symptoms that occur at time in every society. Changes that occur in accordance with the nature and human needs that always wants to make changes. Hirschman said that the actual human boredom is the cause of the change. Socio-cultural changes happen because of several factors. Among these communications; ways and mindset of the people; Other internal factors such as change to population, new discoveries, conflicts or revolutions, and external factors such as natural disasters and climate change, wars, and other public cultural influences. There are also some factors that inhibit the occurrence of changes, such as less intensive communication with other people, science and technology development is slow, properties very traditional society; there interests are firmly embedded in society; negative prejudices against things that are new; fear in case of shakiness in the community when there is a change, ideological barriers; and the influence of custom or habit (Liliweri, 2002:91).

Modernization As The case of Social and Culture Change

Modernization, showing a process of a series of efforts to create values (physical, material and social) qualified universal, rational and functional. Commonly like opposition traditional values. Modernization is derived from the word modern (advanced), modernity (modern), which is defined as values of enforceability in the aspect of space, time, and wider social group or universal, that the specification value or values. While contrasted with the modern concept is tradition, which means the items is something basic person or group acquired through inheritance from generation to generation. Genetic traditions include a number of norms that validity depends on space, time, and group (community) specifically. This means that limited validity, not universal as it applies to space or values. For example or case, humans should reassure outfit, this constitutes or include qualifying value (value). All parties tend to recognize and embrace these values or norms. However, what the model clothes to wear it? Case fashions favored, favored, or imposed, that is the business norms from place to place, from time to time, and from group to group will be diverse.

The Children's Needs As a Human Being

In addition as individual human beings, social and believe in god, he is also a being that has a need. Moreover, if we know that the human needs from time to time so dynamic constantly changing and increasingly complex. This suggests that humans are creatures who are not static like a machine. Environment, maturity and learning very influential factors to this. Children are individuals who have unique interests, experiences, skills, and needs. In order to provide effective learning, the teachers need to pay attention to the needs of children. One level of need according to Maslow is the cognitive needs of children, to acquire knowledge and children acquire knowledge through play. Thereby play is the need of every child to acquire knowledge.

There are Maslow's theory about the hierarchy of basic human needs (Dodge, 2003).
Colker, 2008:19):

1) Physiological needs
In general, human needs greater in clothing, food, and shelter for survival. To survive in life, human as well as children need to eat, drink, rest, dress, shelter and other physical needs.

2) Safety needs
The next is the protection of human needs. Need a sense of security both in customary law, social, state and religion. As well as the rights of the child as an individual and social beings, such as a sense of security to interact, play, learn, work, neighborhood, on the street, wherever and whenever humans are.

3) Needs for belonging and love
Every child definitely need affection and attention both within the family and at school. In addition, children also have the need to give love and concern for others, such as parents, siblings, friends, and teachers. The greater mutual affection are obtained and given the child the greater the sense of belonging that is in the child, including the objects or toys they have.

4) Esteem needs
Appreciation of others provide encouragement or motivation for someone. As the importance of rewards that are needed by the child. No matter how small an award given to a child is often a positive impact on children's development in the future.

5) Needs to know and Understand
Children are in the period of exploration and imagination, their curiosity so great. Often we observe that many children ask, manipulating objects, toys, or explore the surroundings. It was all based on a great curiosity to get answers and understanding.

6) Aesthetics needs
Another requirement of the human person is a sense of beauty, aesthetic, thought to not be bound by normative values. How does a human child develops a sense, creativity, and free to express themselves with the viewpoint of the beauty they have.

7) Self Actualization needs
Ever since early child should always be taught to understand the self-esteem, to know the advantages and disadvantages on him. Because this will affect the way a person in actualizing himself wherever and whenever they are. They should be given the opportunity to actualize themselves with various appreciation since they are still at an early age. Thus the child will get used to have a positive self-concept until he was an adult.

Learning is in harmony with the Socioculture and Children’s needs
Learning instruction that is consistent with sociocultural and children’s needs are developed by Ki Hadjar Dewantara. The learning process that conducted with the approach of the existing cultural environment of children. According to enhance the development of children's character should not be forgotten the basic of "Bhineka tunggal ika", which is concerned with all elements of the culture of the good in each region of childhood itself, with a view at levels higher implement "convergence "as necessary, moving towards the unity of
the Indonesian culture in evolution according to the nature and age. It can be stated that Ki
Hajar Dewantara forming education system rooted in their own culture and beliefs on his
own strength to grow. Cultural approach conducted by Ki Hajar Dewantara in each
childhood education is through games, songs, fairy tales, olaraga, drama, language, art,
religion and the natural environment (Dewantara, 1977:274).

Ki Hajar Dewantara explain learning approaches in early childhood with a discussion
following the fifth (Dewantara, 1977:287):
1) all mother efforts for her children, as measured by the paradigm of modern pedagogy that
considered useful to the advancement of physical and spiritual growth.
2) know the children well, their soul, characters and this is necessary for each new
childhood teacher.
3) Selecting games and toys that beneficial for children’s physical and spiritual.
4) Realized that the children have a relationship with nature and the surrounding
communities.
5) Realizing pedagogis contained in children's lives, by investigating, studying and
experimenting on the things that can be used to establish, build, construct and fill the
early childhood education institutions that modern and national, that appropriate for an
independent nation, not independent only in his state but also in the cultural
independence.

Thus, the process of learning in early childhood according to Ki Hajar thought Dewantara
happen naturally and frees. However, the guidance contained in the freedom of teachers
children which is based on the cultural environment of children, where the character,
alistic value, cultural value, intelligence, skill and religion into force the child to grow
through the five senses. The culture in question is the culture that surrounds everyday life of
the child such as singing, games, fairy tales, the environment, and so on.

The importance of early childhood learning program based on Local Culture

Early childhood learning programs based on local culture is a learning program that
provides educational stimulus to assist the growth and development of children’s physical
and spiritual. This learning emphasizes understanding and appreciation of the way of life,
customs, habits, traditions, art, thought, value systems, ways of working that are typical in
community or ethnic group a particular area is expected to instill values that will enrich the
educational value of the child’s life

Policy in the development of early childhood education, requires the existence
internalization of the values of local wisdom in the process of education, child care and
protection services. The development of local culture-based learning program is expected to
prepare a sound multicultural children as early as possible. It is very important to ensure the
formation of character that tolerant and have self-confidence as a leading nation and dignity.

Early childhood education institutions prepare the potential mapping of local culture
that will be the approach of learning, so that can know precisely and in detail about the
potential and cultural wealth. The mapping results will be used as a basis for planning
learning activities so as to maximize the potential of the culture of learning.

The mapping of local culture begins with identifying and inventorying various local

cultures that are around the area of early childhood institutions. Local cultures be identified is everything related to the way of life, customs, habits, traditions, art, thought, value systems, ways of working that are typical of a particular community or tribe. Here is an example of mapping local culture in early childhood institutions in Semarang, Central Java.

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<th>No</th>
<th>Category</th>
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<td>Traditional foods</td>
<td>Wingko babat, lumpia, bandeng presto, gudeg</td>
</tr>
<tr>
<td>2</td>
<td>Traditional songs</td>
<td>Sluku-sluku batok, bapak pucung, gambang suling, gundul-gundul pacul, jamuran, pitik tukung, Sinom, suwe ora Jamu, Te kate dipanah,</td>
</tr>
<tr>
<td>3</td>
<td>Traditional dances</td>
<td>Tari gambyong, Srimpi, Bambangan Cakil, Bedhaya, Ketawang, Merak, Jathilan, Rebana Santri</td>
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<td>4</td>
<td>Handicrafts</td>
<td>Batik, Ukiran, Wayang Kulit, Anyaman Tikar, kaligrafi dari kuningan, perabot rotan</td>
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<tr>
<td>5</td>
<td>Traditional Games</td>
<td>Jamuran, Dakoran, Bekelan, Engklek, cublak-cublak suweng, gobaek sodor, bentengan, egrang.</td>
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<td>6</td>
<td>Livelihood</td>
<td>Nelayan, petani, pengukir kayu, pembatik</td>
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<td>Vernacular</td>
<td>Bahasa jawa</td>
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<td>8</td>
<td>Traditional Musical Instrument</td>
<td>Gamelan, gambang, Kendang Jawa, Suling</td>
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<td>9</td>
<td>Traditional ceremonies</td>
<td>Dugderan, Sekaten, Kenduren, Mitoni, Grebeg</td>
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<td>Traditional House</td>
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<td>11</td>
<td>Folk Tales</td>
<td>Ande-ande Lumut, Joko Tarub</td>
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**CONCLUSION**

Early Childhood Education is an effort guidance to children from birth to 6 years. The instructional Learning conducted through the provision of educational stimulus to assist the growth and development of physical and spiritual one. Learning in early childhood is the most effective learning is based on the wealth of of local culture or take advantage of local knowledge.

learning that takes into account about sociocultural development and the needs of children can be realized through program-based learning of local culture. Learning programs for early childhood education based on of local culture is a learning program that provides educational stimulus to assist the growth and development of children physically and spiritually by emphasizing understanding and appreciation of the way of life, customs, habits, traditions, art, thought, value systems, typical workings of a community or ethnic specific areas. Early childhood learning programs based on of local culture is expected to answer the problems that arise today in which children grow and develop optimally and without forgetting its cultural roots. The development of of local culture-based early childhood programs that creative and innovative, to equip teachers and the ability to see the potential of the local culture and use it as a media and learning resources.
The development of early childhood learning programs based on local culture will prepare the children as early as possible to a multicultural sound. It is very important to ensure the formation of character that is tolerant and have self-confidence as a leading nation and dignity.

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